

ABSOLUTE RATING: Good
IMPROVEMENT RATING: Good

Number of Elementary schools with students like ours: 86.

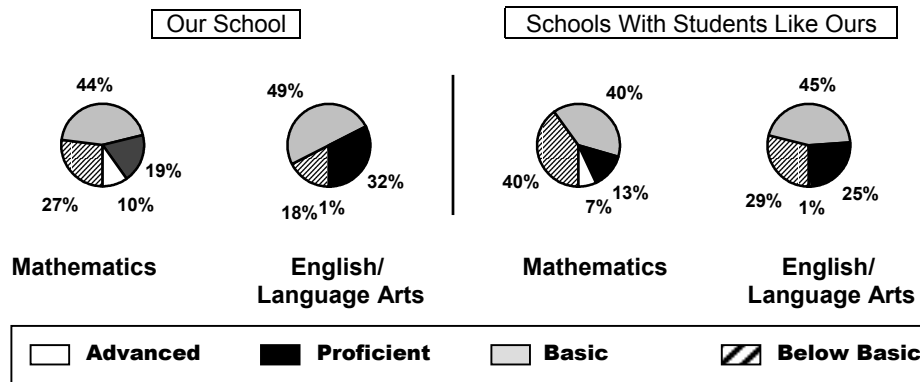
The absolute ratings for those schools ranged from below average to good. For improvement ratings, the range was from unsatisfactory to excellent.

RATINGS OVER A 4-YEAR PERIOD



(Definitions of School Rating Terms on Page 4)

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



DEFINITIONS OF CRITICAL TERMS:

- Advanced** – Student performance exceeded expectations.
- Proficient** – Student performance met expectations.
- Basic** – Student performance met minimum performance expectations.
- Below Basic** – Student performance did not meet minimum performance expectations.

Science scores are to be reported on the 2004 School Report Card. Social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT				
Student Group	English/ Language Arts	Math	Science	Social Studies
All students (n=240)	82.5	72.9	N/A	N/A
Students with disabilities other than Speech (n=29)	N/A	N/A		
Students without disabilities (n=210)	87.1	76.8		
Gender				
Male (n=130)	80.8	73.3		
Female (n=109)	85.3	72.5		
Ethnic Group				
African American (n=56)	80.4	57.1		
Hispanic (n=22)	N/A	N/A		
White (n=160)	86.3	79.4		
Other (n=1)	N/A	N/A		
Lunch Status Group				
Free/reduced-price Lunch (n=169)	80.5	65.3		
Pay for lunch (n=70)	88.6	91.4		

SCHOOL PROFILE

INDICATORS OF SCHOOL PERFORMANCE

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Dollars spent per student	\$4,678	N/A	\$5,493	\$5,347
• Prime instructional time	92.1%	Up from 90.8%	90.2%	90.2%
• Student-teacher ratio in core subjects	18.1 to 1	N/A	18.1 to 1	18.7 to 1
STUDENTS (n=490)				
• Attendance Rate	95.3%	No change	96.1%	96.2%
• Students with disabilities other than speech taking PACT (ELA) off grade level	7.9%	N/A	5.6%	4.1%
• Students with disabilities other than speech taking PACT (math) off grade level	4.2%	N/A	5.2%	3.1%
• First graders who attended full day kindergarten	98.4%	Up from 94.9%	97.3%	96.3%
• Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
• Retention rate	4.5%	Up from 2.6%	4.5%	3.6%
TEACHERS (n=38)				
• Professional Development days per teacher	5 Days	Down from 7	7.5 Days	7.6 days
• Attendance Rate	97.7%	Up from 96.6%	95.1%	95.1%
• Teachers with advanced degrees	34.2%	Up from 30%	42.4%	47.7%
• Continuing contract teachers	76.3%	Down from 80%	82.8%	83.8%
• Teachers with out-of-field permits	0%	No change	0%	0.0%
• Teachers returning from the previous school year	79.2%	Down from 80.1%	86.4%	87.2%
• Average teacher salary	\$36,919	Up 7.2%	\$36,282	\$37,520

SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Percentage of expenditures spent on teacher salaries	67.2%	N/A	65.2%	65.3%
• Principal's years at the school	3	N/A	4	4.0
• Parents attending conferences	100%	N/A	96.4%	95.6%
• Opportunities in the arts	Good	N/A	Good	Good
STUDENTS				
• On academic plans	40%	Up from 11.1%	52.9%	43.1%
• On academic probation	0%	N/A	0%	0.0%
• Older than usual for grade	35%	Up from 0%	1.6%	1.1%
• Suspended or expelled	0	N/A	2	1
• Gifted and talented	15.8%	Up from 13.8%	8.2%	11.5%
• With disabilities other than speech	10%	Up from 8.1%	9.5%	8.4%



PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

The mission of Oakwood-Windsor is to develop self-reliant, responsible, and productive citizens by providing meaningful and motivating learning opportunities in a safe and secure environment through the cooperation of home, school, and community. Our mission statement is displayed throughout the school and serves as a daily reminder to our students, teachers, administrators, parents, and community members.

In the school year 2000-2001, we moved closer to the accomplishment of this mission. We had no expulsions, thus providing a safe environment for our students. Teachers and administrators studied the standards to assure meaningful and motivating learning opportunities. Through our active PTO and Volunteer program, our parents and community members joined forces to support the accomplishment of our goals. Several parents of our students have completed training to become the substitutes in our classrooms when our teachers are absent due to illness or professional development. This has worked well for us because these parents have a vested interest in our school and have been able to sustain the instructional process in the teachers' absence. Our character education program has assisted our students to become responsible citizens.

We believe that an early beginning is important to a child's education. Therefore, we have initiated a full-day Child Development four-year old program. Since many of our children come from rural, high-poverty homes, it is up to our school to provide meaningful experiences so that these children will not remain at-risk throughout their school careers. In 2001-2002, we hope to add a second full-day Child Development class through the state's First Steps Program. This will further our goal of having all students enter first grade ready to learn.

The curriculum of this school reaches out to all students. This year, we had our first on-site program for gifted and talented students in grades three, four, and five, therefore challenging our brightest students to achieve at the very highest levels. With assistance from a Target 2000 Arts Grant, we were able to offer experiences in music, drama, dance, and visual arts. Our violin program for kindergarten and first grade students has been very successful and has added a dimension not previously available to our school population.

We look forward to additional challenges and accomplishments in the 2001-2002 school year.

Alice Sheehan, Principal

EVALUATIONS BY TEACHERS AND STUDENTS

Percent	Teachers	Students	Parents
Satisfied with learning environment	93.9	86.6	(Avail. 2002)
Satisfied with social and physical environment	93.9	86.6	
Satisfied with home-school relations	81.8	85.7	

DEFINITIONS OF SCHOOL RATING TERMS

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

Oakwood-Windsor Elementary
3773 Charleston Highway
Aiken, SC 29801

Grades K-5 Elementary School

Enrollment: 490 Students

Principal

Dr. Alice Sheehan 803-641-2560

Superintendent

Dr. Linda B. Eldridge 803-641-2428

Board Chair

Dr. John B. Bradley 803-641-2431



THE STATE OF SOUTH CAROLINA

Annual School
Report Card

2001

School Grade:
Good



South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at
www.myschools.org